Mr. A. Eachara Menon.—I tabled this motion to bring to the notice of the Government the customary rule in issuing permits for carrying tobacco through Cochin State. In Chittur there is one person who goes to the Excise Superintendent's office on a day and takes a few permits and sells it there making thereby an income of about one thousand rupees per annum. He sells it at four annas to eight annas. That also is no matter. For the poor people that carts tobacco, it is not possible for every time to go to the Excise office and get a permit every time. If it is possible for the Government to appoint a man to sell this, nobody will grudge to pay four annas, but all will be too glad in such an appointment. So, I earnestly request that something might be done in regard to this, *i e.*, the issue of permits. I withdraw the motion.

(*The motion was, with leave, withdrawn.*)

Motion No. 10.

Mr. K. P. Kannan Nayar.—*To reduce the total allotment of Rs. 3,00,000 under Demand No. VI by Rs. 100.*

President.—Motion No. 10 by Mr. K. P. Kannan Nayar.

Mr. K. P. Kannan Nayar.—I don't press.

(*Hence it was considered withdrawn.*)

President.—The question before the House is that a sum of rupees 2,84,814 under Demand No. VI Excise be granted.

Question put and agreed to.

President.—The Land Revenue Member will not be present here, because he has to attend a very urgent and important Conservancy Board meeting. If the demand tabled for to-day would not come up for discussion to-day, it will be adjourned to Thursday after-noon. And Thursday evening I shall have, as in duty bound, to make use of Rule 49 (3).

Demand No. VIII—Customs—Rs. 4,700.

Mr. V. B. Vaidyanatha Ayyar.—Customs Demand is not moved and passed. The demand contains the whole amount. It is on page 29, Demand No. VIII.

Mr. A. B. Salem.—There is no cut motion, and so it may be formally put and carried.

President.—The question before the House is that a sum of rupees 4,700 under Demand No. VIII—Customs be granted by the House.

Question put and agreed to.

Demand No. XVIII—Education—Rs. 12,01,166.

Rao Sahib Mr. C. Matthai.—Sir, before moving for the grant under Education, I should like to make a few explanatory remarks regarding certain points that came up in the course of the general discussion. I should have done this on an earlier

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day had I been present then. As regards the criticisms urged by some of the Members on matters connected with education, I have noted a few points, and I should like to make a few explanatory remarks regarding them. One question that was raised was that it appeared to some of the Members that we had a superfluity of Malayalam Schools in the State, and that, without detriment to the interests of elementary education, we could reduce the number of these Malayalam Schools. I should like to place before this House the general policy of Government regarding elementary education. We have accepted the policy of making elementary education universal. That is the goal towards which we are working, and we have accepted the policy of making earnest efforts for reaching that goal in as short a time as possible. You will notice that, in the matter of expansion of elementary education in recent years, we have been making fairly rapid progress, and we have been achieving this not so much through Government efforts as through the efforts of private agencies. What the Government is trying to do so far as elementary education is concerned is to bring in as many private agencies as possible into that field so that Government efforts are materially supplemented by them. In fact, the bulk of the workis done by private agencies, not by Government. We have adopted a system of aid, which, when compared with our neighbouring provinces, must be considered fairly liberal. Now, to check unhealthy competition and to prevent unnecessary multiplicity of schools what we have done is, in the first place, as I had occasion to mention here, to fix the minimum distance between one school and another so far as elementary schools in rural parts are concerned. As a rule, in rural parts no new school is recognised within one mile of another school. In the first place, what we have to consider when a new school applies for recognition is, whether it is within one mile of any other school. I often get complaints from neighbouring schools that their numbers are likely to be affected by a new school. How we should approach this question is in this way. When a Manager makes that complaint, we try to find out whether in his own locality he has brought in all the children of school-going age into his school. No doubt, when there is one school working in a place and another is started even two miles away, there must be a certain amount of competition. Naturally the Manager of the old school would fear that his own school would be affected. Before deciding whether a new school should be sanctioned or not, what the Government has to see is whether there is real necessity for it, and whether all the children of the place have been brought into the existing school. When the new

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school comes into existence, the Manager of the old school complains. We enquire and we find that there is still a large number of children within one mile of the old school who are not attending any school, and because the Manager knows that he will not get his full grant unless there is the stipulated number in his school, he as well as his teachers go out and bring in more children who were not till then attending his school. Without absolute compulsion, there is a certain amount of persuasive compulsion brought into play. This is a very healthy element in the spread of elementary education. In most of these schools, from where complaints come, we see that ultimately the strength of the school is not affected by the springing up of another Malayalam School one mile away. What happens is that a larger number of children of the place are brought into the school and the Manager does not suffer in the matter of grant. Government have the satisfaction of seeing that more children receive elementary education, and for the grant we pay to the school we get our money's worth. When a new school is brought into existence, it is not altogether from altruistic motives that a man proceeds to start a school; it may be he has his own children to be educated or children of his kith and kin, or it may be he wants to have the prestige of being a school Manager, and so on. It is a mixture of motives. There may be genuine philanthropy and desire to do public good. What I say is there may be a mixture of motives behind all these things. What the Government does is to make use of these motives, and to see that the money it gives in the shape of grant is used to the best advantage. In the promotion of the education of the depressed classes, what I find is that the existence of this healthy rule operates beneficially. If the Manager of a school finds there are not sufficient children attending his school, he exerts himself to bring in more, even children of the depressed communities. It is like the saying in the gospel "Go ye into the highways and byways and compel them to come in." We are encouraging well-to-do men to start schools. If you have only one school for every two or three miles, it is very easy to bring in the stipulated number into the school. There is no further motive for a Manager to exert himself to bring in children of depressed communities, to coerce them to come into his school. We have got to see, when the number in any school goes down, or when the number in a particular class goes down, that Sirkar money is not wasted, and to ensure that, when the number required is not in the class, full grant is not given. So that there is no loss so far as Sirkar funds are concerned

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and there is a great deal of gain so far as the extension of elementary education is concerned. When we come to secondary education, the policy of the Government is different. As regards the rudiments of knowledge, we admit that it is a thing that is absolutely necessary and should be placed within the reach of the lowest and the poorest. We talk of rural reconstruction, social and economic improvement of the masses and all that sort of thing. The foundation of all these, we must recognise, is the expansion of elementary education. Illiteracy, the darkness of ignorance, has got to be removed; so that in the matter of elementary education that is the policy that we are pursuing, *i. e*, to extend elementary education as much as possible and as rapidly as possible. Because elementary knowledge is a thing that is absolutely necessary for citizenship for social and economic improvement and all that. When we come to secondary education we put restrictions. It is intended for such as can afford to pay, and, therefore, we levy fees. We restrict the starting of new schools. Therefore, as regards secondary education, the policy is altogether different. Some Members who spoke on the subject expressed the apprehension that Sirkar funds were being frittered away in the starting of elementary schools. I think that apprehension has no foundation in fact. We have satisfied ourselves in regard to these matters. Schools that turn out indifferent work or show slackness in teaching or are not well attended, such schools do not get full grant or are otherwise punished.

As regards the encouragement of private agencies, even in this House two opinions were expressed. Certain of the Members were of opinion that in the matter of grants we were giving more than we need give, that we should not depend on aided schools but that education should be nationalised. On the other side, we heard the criticism that Government is not as liberal as it ought to be towards private schools, and Government ought to do more to help private organisations in the matter of grants and so on. The fact of the matter is that the Government is pursuing a middle course. As regards the system of grants-in-aid, if you will compare either British Malabar or Travancore, you will find that our rates are more liberal than they are in either of these States. It is on account of that, that we have such a large number of aided schools springing up, and elementary education is spreading as fast as it has been doing.

And then about the maximum strength of classes. It was observed, I think, by the Member for Mulakunnattukavu, that we were allowing a maximum of 40 and 45 in a class and that it was impossible to teach such classes and so on.

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Mr. I. E. Ambooken.—90 under the half-time system.

Rao Sahib Mr. C. Matthai.—Not at one time.

The number that a teacher has got to teach is sometimes 40 and even 45; you will find that in *the Education Code* the maximum for a class is fixed at 40. My predecessor raised it to 45, as a war-measure as he called it, but like other war-measures it has survived the war. I have not done away with the practice. But as regards this point I should like to point out that even in advanced countries like England it is not rare to find 60 or 70 in a class in elementary schools, and this in spite of the fact that the funds they spend on elementary education are almost fabulous when compared with what we spend here on our elementary schools. In England this question was urged even in Parliament. A week or two ago, I read a pronouncement by the Member for Education in England, that they hoped to make 50 the maximum in a class by the end of 1930; so that, compared with advanced countries like England, our conditions are not worse in this respect in corresponding elementary schools. Of course it is a question of cost. We could teach better if instead of 45 we had 35 or 30 in a class. But then there is this question. The funds at our disposal are limited. Therefore, would it be just on our part to restrict the number of children instructed, simply because of this limitation of funds? We have to make the funds at our disposal go as far as possible. Then objection was raised to the employment of graduates in the lower grades of the Education Department. For instance, there are graduates working in primary classes on Rs. 25 and Rs. 30. The question is, as observed by one or two Members, is it not unfair to your under-graduates when you allow graduates to stand in the way of the promotion of under-graduates. But we have got to think more of the taught than of the teacher. The question is whether the children stand to gain or to lose by it. I do not think that, because a graduate comes into a primary class, the children are likely to suffer, and that he is likely to teach less efficiently than an under-graduate. I don't think there is anything iniquitous in throwing open the primary departments of our schools to graduate teachers. For the matter of that, if he has better education, he is likely to apply more intelligent methods. It is easier for him to deviate from *mamool*. Now that we have three Colleges, the supply of graduates is more liberal than it used to be in the olden days. I don't think it is bad to appoint them in the lower grades of the educational service and use their intelligence for the improvement of our children. In a country like Scotland, where University education

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is comparatively cheap on account of the liberal help the Universities receive from private sources and from Government, nearly all teachers, even in elementary schools, are graduates. I don't think that Scotland is any the worse for that. If you look into the Special Finance Committee's report, you will find that the Committee recommends the entertainment of graduates as clerks on Rs. 25 and a Matriculate or an Intermediate may complain because some of the these posts on Rs. 25 or 30 are given to graduates. In making promotions into Lower Secondary Forms, I see that a fair proportion is always reserved for experienced under-graduate teachers. But I don't think we need object to the entertainment of graduates even in the lower ranks.

Then much was said about the half-time or the double-shift system by those Members who happened to be Managers of aided schools. I have repeatedly stated in my communications, and I think I had occasion to state even in this House that it is primarily a measure of economy that in the Lower Primary Departments of schools we are allowing the same teacher to handle two batches of pupils. Well, as a matter of fact, those that know anything about child nature will agree that a little child cannot stand instruction for more than two or three hours. But in our schools we keep them in class for 5 hours, and we are supposed to be teaching them for five full hours. What really happens is a good part of the time that the child is supposed to be listening to your instruction his mind is wandering. The child can receive instruction for a little time, and after that he wants recreation and play. Members spoke of the inconvenience of little children having to go home without the help of their elder brothers and sisters. We have issued repeated instructions to schools that there is absolutely no necessity for sending these children away. We have asked them instead of giving one hour lesson to give them two half-hour lessons. After giving instruction to a batch for one half-hour, let them go out, let them have free play, manual occupation, or organised games or anything like that. If it is fair weather they can go out. If not, they can sit within the class forming an outer ring as it were, and let them be given some interesting work or manual occupation so that they are kept engaged. The other batch can go on with writing work, reading lesson or anything like that. I quite understand that in the case of little children, they should not be allowed to go home alone if they happen to live far away. There is absolutely no necessity for sending them away, they can as well be kept at school till 4 o'clock. I shall just read a paragraph from the

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Administration Report of the Department. I thought it necessary to insert a paragraph in my report of last year regarding the half-time system.

"Owing to limitation of funds the Department had to adopt all possible measures of economy as in the previous year with a view to keep the expenditure within the budget allotment, both under grant-in-aid and Government establishment. Among the steps taken in this direction were the insistence of half-time system of work in the Lower Primary Departments of all the new primary schools that sought Government aid and in the old ones when vacancies arose the enforcement of the rule regarding minimum strength for purposes of grant, the grouping of specialists, etc. As observed in previous reports, the half-time system is confined to the Lower Primary Departments of Malayalam Schools where the curriculam is lighter than the English Schools. During the year under report, the half-time system had also to be adopted temporarily in the Sirkar Boys' and Girls' High Schools at Ernakulam and in the High School at Nemmara owing to lack of accommodation. In schools where the system was tried, one of the batches would assemble in the fore-noon and the other in the after-noon; or each batch would work during alternate periods the free intervals being devoted to games, rambles in the garden and other activities suited to the natural bent and capacity of the children. Under the latter arrangement the children could be kept at school the whole day where popular sentiment desired it. The disfavour with which the system is viewed by some of the school Managers is largely the outcome of the inadequate knowlege of the elasticity with which it could be worked. The Inspecting Officers have been directed to give necessary instructions to such Managers as to how the system could be adjusted to suit local conditions. Where Managers persisted in advocating whole-time work they were allowed to entertain additional teachers on the understanding that payment of grant would be based on half-time work. Had it not been for the departmental insistence on the adoption of this system the additional expenditure on account of new schools and classes would have been almost double of what it actually was."

It is a case of making the best of the funds placed at our disposal. We are acting on the principle that half a loaf is better than no bread. Otherwise you have to deny elementary education to a large number of children to whom you have now extended it.

Then one of the Members, I think it was the Member for Pazhayannur, said that sometimes when he visited schools he

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had noticed great disparity between the strength of the school and the attendance at the time of his visit. I have very often noticed that sort of thing myself. I have seen it more in his constituency than anywhere else, except perhaps in the Chittur Taluk on the Coimbatore borders. I really don't know how it is to be explained. Perhaps the Member himself will be able to enlighten me. But I have noticed the thing, it has not escaped my notice. We pay surprise visits. When we find the strength of a class is 30 and the attendance is 15, we note it as suspicious. What I notice I communicate to the Inspecting Officers and we keep awatch over such schools. At the first instance we give a warning. If it is continued the grant of the school is cut down. The Member for Pazhayannur will see that several schools in his constituency have suffered in this way. It is true no doubt that our inspecting staff is much short of what it should be. Those of you who have scrutinised the Special Finance Committee's report will have seen that we have recommended almost the doubling of the inspecting staff. It is quite proper, when we spend such large amounts on elementary education, when we are bringing into existence such a large number of schools, we should have the satisfaction that all this money is well spent. It would be a penny-wise and pound-foolish policy if we did not have a sufficient number of men to go about, visit and inspect all these schools. Four years ago, the rule was a school ought to be inspected once in two years and visited once a year. We have changed that rule now. Every school has to be inspected once a year and visited twice a year. For that purpose we have appointed an additional Inspector, who is now only temporary. When the Special Finance Committee's report is dealt with by Government, we hope to have our inspecting staff very much strengthened, and in that way we can assure ourselves that better supervision is exercised. Unless we have a vigilant and strong inspecting staff, it is not possible to check evils of this kind.

Then as regards the improvement of the scale of salaries in schools. Well, I know that what the Special Finance Committee has recommended would not quite satisfy the public, much less statisfy the Department. But then, I had to satisfy the members of the Special Finance Committee, and when we formulated our proposals, we did not want it to appear as if we made exorbitant demands. I have made myself a nuisance to the members of the Special Finance Committee advocating the cause of my men, and Government knows that I am making myself a nuisance in that way. If the Member can persuade this House to improve the scale of the salaries proposed by the

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Special Finance Committee, I may assure him that no person would be more pleased than myself. Even as it is, I should just like to point that there is some improvement. Now the lowest pay is fixed at Rs. 15 in a Malayalam School. As we have said, by adopting the double-shift system a teacher can earn Rs. 5 extra. The great volume of complaint about the double-shift system is due to the fact that at present a teacher who is in charge of two classes gets no remuneration for his extra work.

Dr. A. G. Menon.—It is not relevant to the present discussion. The raising of the pay, etc.

Rao Sahib Mr. C. Matthai.—What I say is that the point was raised during the general discussion. In fact, the Member for Pazhayannur found fault with me saying that the Director, who was on the Special Finance Committee, should have exerted himself to improve the condition of the teachers.

President.—Will you be able to finish in five minutes?

Rao Sahib Mr. C. Matthai.—I should like to have a few more minutes.

The House rose for lunch at 2 p. m. and met again at 3 p. m.

Rao Sahib Mr. C. Matthai.—Sir, I shall only take a little more of your time. I was speaking about the scale of salaries in schools. I pointed out some of the difficulties due to financial limitations and so on. And then I referred to the opinion of the Special Finance Committee. What they said was that so far as the Education Department was concerned there had been revisions of salaries a number of times. For instance, when I first came into contact with our Vernacular Schools the minimum salary of a teacher was Rs. 5. That was about 25 years ago, and then the salary of a peon was Rs. 6. Later, there was a revision of salaries and the minimum was raised to Rs. 7, and a couple of years after to Rs. 8, and then to Rs. 10 and afterwards it was raised to Rs. 15 and then later, the scale of salaries in Malayalam Schools was fixed at Rs. 15, 18, and 20, and finally at Rs. 15, 20 and 25 with a supervision allowance of Rs. 5 to the Headmaster. Now the minimum for a school teacher is Rs. 15 and when he becomes Headmaster of a Malayalam School he gets Rs. 25 plus 5. All these facts we had to take into consideration in deciding the question of salaries in Malayalam Schools. But I am entirely at one with the Members who have spoken on the subject, that Rs. 15 cannot be considered a living wage. I would like to see that it is raised to Rs. 20. We have shown that the 'Double-shift System,' in spite of all the protests against it, is not after all quite an un-

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workable thing. And if the Managers would assume a sympathetic attitude towards it then it, would be easily possible to make Rs. 20 practically the minimum salary in Malayalam Schools.

As regards these complaints I can understand the attitude of Managers, Where a Manager can employ only one teacher now he could employ two teachers under the old system. I can very well sympathise with a Manager when he finds there are many scrambling for jobs, and he is not able to help them as he could otherwise have done. I do not think there is any Head of a Department who is pestered as I am by people in search of employment, and I feel distressed because my powers of helping poor people have been curtailed. So that, that is a natural feeling and I can sympathise with it. But we have got to take other things into consideration. If Managers and teachers would only put their shoulders to the wheel and try to give practical effect to the scheme, I think it would be possible to afford some relief to our low-paid teachers in Vernacular Schools.

As regards the complaints of the teachers themselves I can very well understand it. That is because at present a teacher who teaches two batches is not in any way benefitted by his extra work. We want to remove this grievance giving them extra remuneration for the extra work that they do. If we compare our State with Travancore we find the minimum salary there is Rs. 14 and they have long been agitating to make it 15 in Vernacular Schools. There was a recent Committee in Travancore to look into the question of improving salaries in schools and what they proposed was that the minimum salary in a Vernacular School should be what we have now here. In British they have improved salaries in Vernacular Schools in some districts. But they have done it by the levy of an education cess; we are working without any education cess and without an income-tax and, therefore, we cannot afford to be as liberal as they are. If the House is in favour of introducing this cess, the problem could be easily solved.

Dr. A. G. Menon.—Certainly not.

Rao Sahib Mr. C. Matthai.—There is an education cess in Madras; in Mysore also there is a cess. Travancore has gone in for income-tax. We have not got either. If the resources of the State could be improved in that way, I think the poor ill-paid teachers should have the first claim on the consideration of the State.

And then another point raised was that we are pursuing the same system of instruction in Girls' Schools as we do in

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Boys' Schools. I do not think this is quite a statement of facts. We have been trying and making organised efforts towards differentiating the system of instruction pursued in Girls' Schools from that in Boys' Schools. In our Girls' Schools we teach many domestic subjects—subjects that are specially suited to girls. So that, I do not think that the charge can be made that we are indifferent to this very vital question of adjusting our system of instruction in Girls' Schools to the real requirements of girls. Of course, these things cannot be done all at once; we have introduced Cookery, Nursing, Embroidery, Lace-work and such other subjects specially suited to girls, but the trouble is we cannot get qualified teachers, as many as we want. And, therefore, we have to wait until suitable teachers are available. Among our graduate ladies there are not many who are capable of imparting instruction in domestic subjects. We are trying to get some of them trained, *e. g.*, we sent some to the General Hospital to be trained in Nursing. And then for physical instruction suited to girls, we got a lady expert from outside and we have trained a certain number of lady graduates; in that way we are trying to get qualified teachers and to introduce new methods in our schools.

And then as regards the unemployment problem resulting from the literary education that we impart in our schools, this is also an evil the amount of which we are quite alive to. We are trying within the limits of our resources to introduce vocational subjects in schools, and to give what is called a vocational bias to the instruction that is imparted in our literary schools. More than once I have dealt with that subject here. We are every year opening more and more industrial schools. At Ernakulam, for instance, we have now a Government Trades School which has been shifted to the building till now occupied by the Girls' High School, and industrial subjects are taught there, such as Weaving, Smithery, Carpentry and Rattan work, and we hope to introduce many more subjects of that kind, and it is gratifying to see the number of boys that seek admission into that school. In Trichur we are putting up an up-to-date building for an Industrial School with a proper workshop, and very soon we hope to shift the school there and we hope to make further developments in that school. And then, even in our High Schools we are introducing many of these industrial subjects for our Public Examinations. In that way we are trying to divert our boys and girls into more useful channels.

And then about the Director of Public Instruction being also the Protector of the Depressed Classes, I thought more

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than one Member remarked upon that fact. Well, I may assure the Members that this is not a thing that the Director of Public Instruction sought. It came to him quite unsought. And when he was asked to take up that work, he thought it would not be right on his part to shirk it because it threw a little more work upon him. And Government was not without justification in making this arrangement. For one thing, the Director of Public Instruction is in an advantageous position as regards working for the Depressed Classes. In the first place, for their material and social advancement the fundamental need is education. We have to give them the elements of knowledge and make them literate; otherwise we cannot do any real lasting good to them, and that part of the work belongs to the Education Department, and unless that foundation is laid, no real progress is possible. And then there is another thing also to be considered. There is no other Department that is so wide-spread with its tentacles extending to every nook and corner of the State. I was gratified to find that so many opportunities presented themselves for rendering such help. And I must admit with gratitude that the members of my Department have taken very keenly to this work. A great deal of voluntary and honorary work has been done on this behalf. It is not merely in imparting literary instruction to them but in many other ways. For instance, if we want to improve their condition, if we want to make them self-reliant and not be dependent on Government or dependent on other people, the most feasible way is by developing co-operative activities among them. We have succeeded in organising a number of Co-operative Societies for them and they are doing good work. Most of these societies have been organised as a result of the exertions of local teachers. If you ask the Registrar of Co-operative Societies he will tell you that the backbone of co-operation in the Cochin State is the village school-master. And then, as I said, these school-masters and Managers of schools are bringing the children of the Depressed Classes more and more into schools by offering special inducements to them. The number of Depressed Classes pupils increased two-fold in 1102, and in 1103 also I expect to find a similar increase. And this is because of the interest taken by our village school-masters. Some time ago when I visited one of these Depressed Classes centres I had a very amusing experience. I noticed a number of Pulayas on my way, and I was conversing with them—they had just come out of a toddy-shop and were in a very communicative frame of mind—I asked them about their affairs, whether they were sending their children to school, and then what they said was:—"ഇപ്പോളാരുക്ക ഇത

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മേട്ടർ തമ്പുരാക്കന്മാർ വന്നു എങ്ങടെ കിടാങ്ങളെ പിടിച്ചുവലിച്ചുംകൊണ്ടു പോകുക. പക്ഷെ, ആഴ്ചയിൽ ഒരണെ എങ്ങക്കു തരാറുള്ളു. ശേഷമൊക്കെ അവരെടുക്കയാ." That is to say, the teachers were dragging their children to school and they were under the impression that the teachers must be paid liberally by Government. As a matter of fact we are giving only one anna for feeding a child once a week.

And then about the Law College. Well, this question was first raised two or three years ago, and then the Government did not express any hostile attitude. They said that the question would be considered. It was found that there was a proposal before the University of introducing certain law subjects into the B. A. course, such as Roman Law, Principles of Law, and all that. And, therefore, I was advised to wait until the University had decided. Later I found that the matter had been dropped, so that if a Law College would be found useful and a profitable concern, and if Members on the other side are in favour of it, there is no reason why Government should not view the proposal with favour.

Now, I pass on to the budget. You will notice from the figures in the budget that there is very little increase in the allotment for Education this year. As the Member for Finance said there is a decrease of about a thousand, but the decrease is only apparent because a portion of the educational allotment has been transferred to 'Uplift of the Depressed Classes.' If you take the figure for the Education Department for this year you will find that the total allotment comes to a little more than 13 lakhs and it is going to be about the same for 1104. Of this 13 lakhs the net expenditure on Education would be about 10 lakhs because we have a little more than 3 lakhs in the shape of fee income. Out of this 10 lakhs half a lakh goes towards supervision, and then a little more than half a lakh, about 60,000 would be the net expenditure on the College. And then on Secondary Education we shall be spending a little more than 2 lakhs, and the bulk of the expenditure, *i. e.*, nearly 7 lakhs goes towards Primary Education; so that we can say that in the allotment for education the great bulk of it goes towards the education of the masses, *i. e.*, for imparting elementary education. It cannot be said that our budget, so far as the Education Department is concerned, is top-heavy, the proportions of the structure must be admitted to be sound, broad-based and tapering towards the top.

Dr. A. G. Menon.—It is already more than 20 minutes, and we have to move our cuts.

Rao Sahib Mr. C. Matthai.—I shall finish very soon.

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And then under 'Direction and Inspection' there is a difference of Rs. 1,524. It is less by that amount. That is due to the fact that the Senior Inspector of Schools is a lower grade officer now.

And then going on to Collegiate Education, the allotment for next year is less than this year to the extent of Rs. 10,000. As regards establishment there is very little increase. The reduction is mainly due to the fact that we have cut down the allotment for equipment considerably.

And then, passing on to Secondary Education, Boys' Schools, we find there is an increase of Rs. 8,600. That is not very much and is due to the annual increments given to the teachers and to the fact that we have a few more of higher grade officers as Head-masters in High Schools than was the case this year. That is all the variation so far as the Secondary Education for Boys is concerned.

And then coming to Secondary Education, Girls' Schools, there is an increase of Rs. 4,732 of which Rs. 2,000 is due to the provision made for the staff of the Girls' High School at Chittur. We have opened the IV Form there and that means an extra graduate teacher, a Pandit and a clerk.

Dr. A. G. Menon.—May I know where it is opened?

Rao Sahib Mr. C. Matthai.—In the same school. Only the Engineering Member can say when we shall be able to house it in a new building.

Dr. A. G. Menon.—Then we will have the IV and V Forms for which there is no allotment in the budget.

Rao Sahib Mr. C. Matthai.—Now there is only one class, and if we can get the new building in 1104 we shall make a supplementary demand. And even if that should not happen, we have provided temporary accommodation for one year, and I do not think it is going to take more than one year. Any way that accounts for the increase in Secondary Education, Girls' Schools.

And then we come to Primary Education, Boys' Schools. For that there is an increase of about Rs. 6,000. That is not for Government Schools, but for aided schools. I may tell the House that as a matter of fact we have now more than 60 Malayalam Schools working without any aid, so that when Members urge the hardship of teachers who have to coach up two batches of pupils and so on, they have also got to take into consideration this fact, that on account of want of funds we are refusing aid to more than 60 Malayalam Schools that have been working for about a year. I hope that in the coming year these would get some aid and that we shall be able to provide an increased allotment next year.

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And then for Grants-in-aid, Primary Schools, we are providing Rs. 2,80,700 as against Rs. 2,83,400. The difference has already been explained.

And then, Primary Education, Girls' Schools. There is only an increase of Rs. 861. When you do not find an increase under Primary Education, Girls' Schools, it does not mean that we are not providing for the education of more girls in primary schools. In fact, all these Boys' Schools are mixed schools and girls are freely admitted into the primary classes of Boys' Schools, and boys admitted into Primary Girls' Schools, and the mixed schools are mostly classed as Boys' Schools. It is only those Girls' Schools that have got a predominance of girls that are classified as Girls' Schools, and placed under the jurisdiction of the Inspectress, so that the increase of Rs. 800 really does not give a correct idea of the provision we are making for girls' elementary education.

And then as regards the Training School, there is not very much difference, only Rs. 1,000 more than last year. That is because we have appointed a Physical Director in the Training School. We sent a couple of graduates last year for physical training in Madras. They have come back after their training, and we have posted one of them to the Training School, Trichur, so that he might give the necessary training to the pupil teachers. They have begun to work in right earnest. They came back before the Midsummer Vacation from Madras, and we arranged a special class for all the Drill Instructors of the State at Trichur during the Midsummer Vacation, so that they might be given a course of training in new methods of physical instruction and so on. As a result of that, you will find that physical instruction has improved considerably in all our schools. During the Midsummer Vacation both these teachers were at work, and we had about 35 Drill Masters undergoing that course. And the teacher posted to the Training School is expected not only to train the pupil-teachers there, but he is expected to go round and give guidance to the Physical Instructors in the neighbouring schools. In the same way the other graduate teacher who underwent physical training is posted to the Ernakulam College. In addition to his work in the College he has been asked to supervise physical instruction in the surrounding schools. And we propose to give him an assistant for that purpose. That will come later on.

And then the other items are small. What is called grant-in-aid is really for the Provident Fund, and that comes to Rs. 2,000 and odd.

So, I beg to move that the House will be pleased to pass the grant under Education.

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Mr. M. K. Raman.—One point I wish to ask. I find in the budget 'Special Schools for Depressed Classes'. Are only Depresssed Class students admitted or other classes also?

Rao Sahib Mr. C. Matthai.—They are called so because they were opened in Depressed Class localities and they were specially intended for the Depressed Classes. For that reason we do not shut out the children of other classes. The Depressed Classes in the locality are freely admitted but we do not refuse admission to other communities.

Mr. M. K. Raman.—What is the object of the Government in transferring the cost of maintaining these schools to the head 'Uplift of the Depressed Classes'?

Rao Sahib Mr. C. Matthai.—It happened this way. The Province that has done most for Depressed Classes is the Madras Presidency. And before I took up this work, I had the privilege of meeting Sir George Paddison, who was Commissioner of Labour and Protector of Depressed Classes there. I found that they had a separate fund of more than 10 lakhs allotted for Depressed Class Schools which were controlled by the Depressed Class Department. We thought we might follow the Madras system. And then, it gives you a correct estimate of what is being done for the Depressed Classes. The allotment that used to be made under education for Depressed Classes was not merely for the payment of teachers. It was really special help given to Depressed Class pupils in the way of food, clothing, books, stipends and so on. That is not real educational expenditure; we give them special encouragement that is not given to other communities.

Mr. Thomas Manjuran.—Sir, on a point of information. Is the Member for Education aware that the provision of Rs. 2,000 under Boy Scouting in the State is entirely inadequate?

Rao Sahib Mr. C. Matthai.—Well, Boy Scouting is more a non-official thing and the principle of Boy Scouting is self-help. And I think the Member for Vyttila will admit that Government are doing more for Boy Scouting here than perhaps in Madras. If it is entirely a work of Government, it is against the principle of scouting—it is opposed to their principle.

Mr. Thomas Manjuran.—This Government has appointed at the head of the Executive Committee an officer whose pay comes to over Rs. 1,400. Government gives a grant of Rs. 2,000 and out of this Rs. 1,400 goes in that way. After all what you are teaching in your Colleges and schools is only instruction. It is not education. The Director of Public Instruction may know that Boy Scouting gives perhaps the best

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method of education possible. (A plus B)^2 is equal to A^2 plus B^2 plus 2AB. That is not education, Sir. That is only instruction. For this education you have budgetted only Rs. 2,000 out of a total grant of 13 lakhs under the head 'Education'. This grant is not sufficient for what is really education and what has been recognised as such by all modern countries.

Rao Sahib Mr. C. Matthai.—I should like to know how much is got in the way of contribution from the public.

Mr. Thomas Manjuran—In point of instruction we are driving the Government; the Cochin public want instruction and we are driving the Government. In Boy Scouting, which is real education, why not the Government make a move in driving the public?

Mr. T. A. Ramachandra Ayyar.—Is it a discussion or a cut motion, Sir?

Mr. V. V. Anantapadmanabha Ayyar.—In pursuance of the resolution of this Council with reference to the working of the Cochin Text-Book Committee, has any Committee been appointed to enquire into that?

Rao Sahib Mr. C. Matthai.—It has not yet been appointed.

Dr. A. G. Menon.—Has the Government accepted the resolution, Sir?

Rao Sahib Mr. C. Matthai.—If the Government have accepted, they will give effect to it.

Dr. A. G. Menon.—The resolution was passed on 2nd March (19th Kumbham).

Rao Sahib Mr. C. Matthai.—Yes, four months.

Dr. A. R. Menon.—Sir, have you given effect to the resolution regarding the water supply to Anappara?

Rao Sahib Mr. C. Matthai.—The Member for Engineering has already told us that the investigations are nearly completed and he is very hopeful. As I tried to explain to you this morning, the water supply to Anappara is combined with the water supply to the Trichur town, and the complicacy comes in when irrigation of *Kole* lands is also taken up. But the Engineer does not anticipate any difficulty.

Dr. A. R. Menon.—Then what about the appointment of that Committee to report on the working of the Text-Book Committee?

Rao Sahib Mr. C. Matthai.—I do not think Government is against the resolution. Government is prepared to accept the resolution; that is what I think.

Motion No. 1.

Mr. P. Krishna Menon.—*To reduce the allotment of Rs. 34,050 for "item No. I. Direction and Inspection" by Re. 1.*

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President.—Motion No.1, Mr P. Krishna Menon.

Mr. P. Krishna Menon.—Sir, I have to say a few words, and what little I have to state, I shall state in a categorical form. I regret very much I have to place it under the head "Education". It has nothing to do with Education proper. It may lend colour to the criticism that the Member for Vyttila is for refusing all grants for Education. It is not for that. It is only to bring to the notice of the House a little blow that was given by the Education Department to the Agricultural Department. In other words, this motion is tabled in the interests of agriculture. With regard to the importance of agriculture, I need not say anything here. I will only invite the attention of the House to one instance which has come to my notice very very recently, namely, that the fact that even His Majesty the King Emperor incorporated the question of Indian Agriculture in his speech from the throne by which he prorogued the Parliament. Now, it may be a fact known to some of you that an Agricultural School was started, attached to the Ollukkara Farm. It has been working for the last four years. If my information is correct, it has trained in all 76 pupil-teachers who have been sent to the different schools from which they came. Now, remembering that, you will kindly listen to a bit notification which appeared in the Gazette of 18th Medam 1103.

"It is hereby notified for the information of the public that the Agricultural School in the Farm has been closed for a year, as the Education Department is unable this year to depute the usual number of teachers from the primary schools. Private candidates, who have applied for admission, are informed that the school will be opened only in Edavam 1104."

From this it is clear that it was usual for the Education Department to send an approximately definite number of pupil-teachers for training. I understand that there is a variation of between 15 and 20. Anyhow, an year's training in that school can give to the Education Department at least 15 teachers who can go about and spread the knowledge of scientific agriculture. This has been denied, because there has not been that deputation of pupil-teachers to the school this year. I do not blame any particular Department, for I understand that the Director of Public Instruction intimated to the Superintendent of Agriculture that he would be able to send about six pupil-teachers. The Superintendent of Agriculture replied that it will not be of interest to carry on the work with 6 pupils, as he has to maintain six teachers to teach these six students. Unless there is a decent number of students, it is not ideal, and it is uneconomic to maintain these teachers who are drawing a decent salary for

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the purpose of teaching. Later on, enquiries into this question have revealed the fact that the inability to have the sufficient number of teachers was due to the fact that there is no sufficient accommodation for those pupil-teachers in the Ollukkara Farm. That also, I am sorry to state, is a desideratum, which has long, long ago been felt. I understand that a budget was sanctioned even for the construction of a hostel to the students. No attention has been paid to that aspect of the question. The Agricultural Department, I am afraid, was left to shift from place to place with the school and this want of proper accommodation detracts the pupil-teachers from going to this school. So there are no teachers, and, therefore, the cause of Agriculture suffers. It is to invite the attention of the House to this fact and also to give an illustration of co-operation that exists between the several Departments of Government, that I tabled this motion.

Rao Sahib Mr. C. Matthai.—There is one fact more. He said it was because there was no proper accommodation in the Central Farm, and that we found it difficult to get a sufficient number of students. This is no doubt a fact. There is also another factor. We have recently reorganised our Training School. As a result of that, we have extended the period of training of pupil-teachers from 5 to 10 months. Hitherto it was not possible to give really useful agricultural training to the teachers in the Training School, Trichur. Now the period has been extended to about an year, and we are employing a whole-time agricultural teacher. Due to this, students are being given a much more satisfactory preliminary training in the Trichur Training School itself. In fact we used to send 20 teachers for agricultural training and 20 for industrial training, but after the extension of the period in the Training School, I proposed to Government that we might safely reduce the number of these, since a preliminary training in industrial and agricultural subjects could be had in the Trichur Training School itself, and those who showed special aptitude could later on be sent to the Central Farm or Government Trades Schools. We realise the advantage of training, but a certain amount of preliminary work could now be done in the Trichur Training School itself. Then, as the Member has explained, I wrote to the Agricultural Superintendent whether he would accept 6 students for training, but he wrote back to say that 6 would be an inadequate number and he could not open a class for such a small number. What we have decided now is to send 12 pupils in alternate years.

Mr. P. Krishna Menon.—From the explanation, am I to understand that the preliminary training is done in the Trichur Training School and the practical training in the Central Farm?

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Rao Sahib Mr. C. Matthai.—There is no proper accommodation in the Central Farm, so that teachers are reluctant to come forward for practical training in the Farm.

Mr. A. B. Salem.—Is there no Agricultural school in the Central Farm itself?

Rao Sahib Mr. C. Matthai.—The school was really formed for the teachers themselves.

Mr. P. Krishna Menon.—In the light of the explanation given to me, which gives me hope for the next year, I withdraw the motion.

(*The motion was withdrawn with the consent of the House.*)

Motion No. 2.

Mr. C. J. Mathew.—*To reduce the allotment of Rs. 67,057 for "Collegiate Education" by Re. 1.*

Mr. C. J. Mathew.—On this token motion, Sir, I wish to point out to the House that there is lot of heart-burning and disappointment going on in the minds of the Professors, Assistant Professors and other members of the Maharaja's College staff. I understand this in its full measure as I am very intimately connected with the College, as one of the Secretaries of the Old Boys' Association. I know what is happening there. The heart-burning is due to the fact that a lot of personal favouritism is brought into operation in the matter of appointments, confirmations and promotions among the members of the staff. (*Hear, hear.*) I wanted to quote all such instances but the time at my disposal is too short and I shall point out but one. Mr. Nambiyar was sent on deputation about 8 months back and no English Professor has been so far appointed to take his place. For reasons known to all, an Assistant Professorship is created instead. For Logic no Professor, nor even an Assistant Professor, is appointed, and why? Again, there is the muddle of the two Assistant Professors in Economics going on! A Chemistry Tutor is got down from Calicut and confirmed, overlooking the legitimate claims of an already existing soul.

Our College is not yet affiliated in Malayalam with the University—our National Language is neglected! And I would urge from the stand-point of the students that sports are sadly neglected. When I was studying in this College, late Mr. F. S. Davies was the Principal, and during his time the whole atmosphere seemed to be sportive. I pity that sufficient encouragement is not given to games now. Contributions from the Government are very scanty and sufficient amount is not allowed to conduct inter-collegiate matches and tournaments. These inter-collegiate sports and tournaments ought to be encouraged on a more liberal basis. I understand that a Physical

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Instructor has recently been appointed in the College. It is a good move, but he is also complaining of want of funds. To bring all these to the notice of this House, I tabled this motion, but I do not want to press it to a division.

Rao Sahib Mr. C. Matthai.—As regards the claims of the members of the staff, it is not possible to satisfy all, for it is but natural that, when there are two or three claimants for a post, each one of them thinks he is the right claimant. We have certain principles to go by; for instance, in making a promotion we take two factors into account. There is the date of confirmation in the permanent grade. Suppose there are two teachers of whom one was confirmed in the grade earlier, this gives him a claim for preference. At the same time, when you recruit a member from outside, you take him on probation and give him a higher pay or give him the maximum pay of the grade. When he is to be confirmed, all these things have to be taken into consideration. But, of course, the prime consideration is the interest of the College. So that there are these diverse conflicting interests to be taken into account. It is not so easy for Government to decide between these, and we do not claim that everybody is satisfied. I do not think any Government can do so. When grievances are brought to the notice of Government of overlooking proper claims, we will reconsider. Then as regards provision for teaching Malayalam, the fact of the matter is there is no accommodation. Even as it is, the College is over-crowded. Government are not averse to the promotion of National Literature and the introduction of Malayalam in the B. A. course. We are waiting to see more satisfactory accommodation provided for the College. At present physical instruction is most unsatisfactory for want of sufficient play grounds. We require more extensive playing grounds for an institution with such a large number of students. All these reformations will have to wait until we shift the College to a more satisfactory site.

Mr. A. B. Salem.—Have you closed any post which you thought necessary when the First Grade College was started three years ago? Any post previously existing abolished?

Rao Sahib Mr. C. Matthai.—The post which was necessary three years ago may not be necessary to-day.

Mr. A. B. Salem.—I only ask one question, whether any post existing previously was abolished.

Rao Sahib Mr. C. Matthai.—Posts that existed have been abolished.

Mr. C. J. Mathew.—With the return of Mr. Nambiyar, will the second Professor's post revive?

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Rao Sahib Mr. C. Matthai.—It depends on the exigencies. Now there is another point, we could manage the post of Mr. Nambiyar with a teacher in place of him.

Dr. A. R. Menon.—Are you overflowing with competent men that you can afford to send him on deputation ?

Rao Sahib Mr. C. Matthai.—He was deputed in his own interests. Will the Government send him for the benefit of the Ernakulam College?

(*The motion was, with leave, withdrawn.*)

Motion No. 3.

Mr. E. Ikkanda Warriar.—*To reduce the total allotment of Rs. 1,01,602 for "Collegiate Education" by Re. 1.*

President.—Motion No. 3 by Mr. E. Ikkanda Warriar.

Mr. E. Ikkanda Warriar.—Sir, I tabled this motion to bring to the notice of the Government the desirability of introducing Malayalam, Sanskrit and Philosophy in the B. A. classes. Of these, the case for Malayalam has been brought to the notice of the Government, and the Hon'ble Member for Education said that the Government quite realises its importance and that the reason for not instituting a Chair is the lack of accommodation in the present College. I need only say in this connection that this does not require much room like the Science subjects. These subjects require more attention at the hands of the Government. Now I shall deal with the other subjects. A knowledge of Sanskrit, Sir, is absolutely necessary for a proper study of the vernaculars as it is necessary for imbibing what is best and highest in the culture of the East. There are many students in the Intermediate classes who take Sanskrit for their second language, according to the revised curriculum, and there is good reason to think that some of them will, when they go up for their B. A., choose Sanskrit. The revised University curriculum will also necessitate the appointment in our Colleges, Second Grade as well as First Grade, of qualified men to teach Sanskrit as also Malayalam for the matter of that, so that those who take a degree in Sanskrit will be in greater demand in the years to come. As regards the cost of the Chair, it won't be much greater than the Chair in Malayalam. And it may be hoped that both these Chairs will be self-supporting if not paying more, especially because the colleges in our neighbourhood are destitute of these Chairs.

I may also be permitted to invite the attention of the Government to the imperative necessity of introducing yet another optional subject in the B. A. classes, to wit, Philosophy. Indians have a special aptitude for Philosophy, as even the typical Anglo-Indian will concede. For philosophic reflection and

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subtle reasoning the Indian intellect is unparalleled. The dizzy heights of metaphysical transcendentalism attained by our forefathers have been at once the admiration and despair of the Western Nations. Possessed of this glorious heritage, the Indian mind must naturally find it easier to grapple the knotty problems of philosophy than any other. While admitting the truth of all this, some people maintain that in those days, at any rate, we must devote our whole-hearted attention to the physical sciences and industrial and technical education. But the question is should all men become shopkeepers or Engineers? Are there not many among us, who from choice or necessity either enter the Government service after taking the B. A. Degree or go up for Law? To those, it matters not what subject they take up; they only want to take a Degree. Such of them, therefore, as have a taste for Philosophy Chair in our College is one of the easiest and best ways in which this could be done. Like the Language Chairs this also is apt to be paying or at least a self-supporting Department. It is a mistake to suppose that there won't be enough students to take up the subject. I know of many also, after passing their Intermediate Examination from the St. Thomas College or this, have been forced to go to Madras, Trichy Trivandrum and other places to take up Philosophy for their B. A. and even among those who continue in those Colleges after passing their Intermediate there are some who would most willingly and readily have taken up Philosophy in preference to the other subjects that they now pursue out of sheer necessity. I have heard it said that because there are only 20 or 25 students in the Philosophy class at Alwaye, therefore, if we open the Philosophy Class here, we cannot expect to get more than 10 or 12 students. This argument is based upon the ungrounded assumption that all those who wish to take this subject go to the Alwaye College. This is not so, as has been already observed. For some reason or other, neither the place itself nor the College seems to have much attraction for students. That is why many, who want to study Philosophy, do go to other places at present. Hence the opening of the class here would bring in not only some of those who are now at Alwaye but many who are now compelled to go to more distant parts and many who are now here and who in spite of their leaning for Philosophy are constrained to study other subjects for lack of means or convenience to go elsewhere. On the strength of these observations one may reasonably expect a fairly large number of students for Philosophy in this, our Maharaja's College.

Now let us consider the question of expenditure. I am given to understand that there does exist already in the College a

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pretty big Philosophy Library which will answer for B. A. purposes as well. The only thing that has to be done immediately for the purpose is to appoint a Professor with a start, say Rs. 200. The present Logic Teacher, who is a First Class Philosophy Graduate and who is not merely a man of long experience but one who has won highly appreciative remarks from the University Commission and established a reputation as a clever teacher of Philosophy, may safely be made an Assistant Professor. And in this connection, I must beg leave to ask why he is still kept as a Tutor. The Hon'ble Member for Education just now said in answer to certain observations made by the Hon'ble Member for Chalakkudi that in making these appointments the Government is guided by certain principles. What are those principles? May I ask why is this subject (Logic) put in charge of a Tutor? Was it a Tutor who has been doing Logic work in the College while it was a Second Grade College? Has the inportance of the subject of Logic or the work that has to be done in connection therewith in any way diminished by the raising of the status of the College to a First Grade? One should think far otherwise. Albiet, Logic or Philosophy is not taught for the B. A. Is it in keeping with the traditions or status of the College to have a mere Tutor in charge of a subject like Logic, which is undoubtedly as important as any other? Is the present man unfit to occupy a more responsible or onerous position? If so, why is he kept on?

It is only to bring this matter to the attention of the Government that I have tabled this motion. I wish to hear the Government side.

Rao Shaib Mr. C. Matthai.—I have only to say that the Government is quite alive to this matter and realise that Philosophy is a very important subject. But we are waiting for sufficient accommodation. When conditions are more favourable, not only Philosophy, but other important subjects, such as Botany, Geology, Agriculture, etc., could be introduced. It is only a matter of time. We shall gradually develop when Government is in a position to place necessary funds at the disposal of the College. Then as regards the subject of Logic, now there is no Philosophy for the B. A. and the Logic teacher has only got Intermediate work and the College authorities thought that a Tutor could be entrusted with that work.

Mr. E. Ikkanda Warriar.—I withdraw the motion.

(*The motion was, with leave of the House, withdrawn.*)

Motion No. 4.

Dr. A. R. Menon.—*To reduce the allotment of Rs. 53,840 for "Collegiate Education" by Rs. 50,000.*

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President.—Motion No. 4 by Dr. A. R. Menon.

Dr. A. R. Menon.—Sir, I request to reduce the amount of reduction from Rs. 50,000 to Rs. 500. I put Rs. 50,000 but I beg to reduce it to Rs. 500 because I have a right to do it.

Sir, it has been an annual custom in this House to bring to the notice of the Government the spirit of indecision manifested by the Government in the matter of the location of these College buildings. Every year this question has been brought forward, I myself brought it forward last time, and every time it was brought forward, the Director of Public Instruction was able to defeat us by the President's vote.

Rao Sahib Mr. C. Matthai.—I question that statement. Every time you succeeded. What do you mean, success or defeat ?

Dr. A. R. Menon.—Succeeded, of course, succeeded. You have succeeded last year with a vote of 16 to 16 and that of the President. I don't want to place the Government and the House in the same situation once more in this year also. Therefore, I have reduced the cut to Rs. 500 from Rs. 50,000—a very moderate punishment indeed (*laughter*), and the Members last year protested that, if a cut of Rs. 3,000 was allowed it would be a very great trouble for the people and the Government, and it would be only an unnecessary trouble. They may be compelled to take adult certificates. From these I don't think that it is a proper question. I move it on my personal view and support. I had the decency not to approach them to take it as a Party question, but to leave them to their will and pleasure and discretion, so that they may vote for or against it. This time we are twenty-five and the Government side is only 12.

Mr. A. K. Vengu Ayyar.—No, we are eleven only to-day.

Dr. A. R. Menon.—We can hope success this time, if we move the motion, because we are the majority.

It should be clearly understood that there is no question of complaint against the College authorities or against the Director of Public Instruction or his Department. That must be clearly understood. We have no complaint against the management, so far as this matter is concerned. But the fact of the matter is that the Government was not able to decide as to where they should locate the College for the last five years. When the University Commission came, they gave three years' time to decide the question, thinking that three years are ample to decide a question, though it is very complex from the point of view of the Director himself. Though he rebuked me last year by saying that I was of an hasty nature and tempera-

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ment, it does not matter much, for hastiness sometimes only brings good to the world and almost every time a very good result. Life is short. If you have to take four or five years to decide a question like this, *i. e*, the location of the College, then it may be sure that in our life-time we could not see any good College established anywhere in our State.(*Laughter.*) The fundamental objection raised at that time is the question of water supply. The Chief Engineer at that time thought it best to put it in such a way, so that we cannot find fault with the Depratment. Mr. Aravindaksha Menon was asked to investigate the question for the purpose of supplying water for Anappara. The report was quite favourable.

Rao Bahadur Mr. John Kuriyan.—Only the preliminary investigation ?

Dr. A. R. Menon.—Now, the preliminary investigation was favourable, and then the Engineer complains that he was asked to tackle with a question involving lakhs and lakhs of rupees, leaving this, as it has only a limited scope. Now we want to know whether you have come to a decision as to the location of the College. I hope perfectly well last year they were not able to come to a decision. They said, "we will come to a decision in another year." We don't care where you institute the College, and the Director of Public Instruction told us that he could not introduce several important subjects, as there is no sufficient accommodation. I know the whole of the verandah is utilised. I have gone through the reports thoroughly, and find that not a single argument was answered, except my temperament. The Director of Public Instruction admitted in the House that there is insufficiency of accommodation, the necessary thing that ought to make a College, and I may also presume that the present situation of the College here will never be sufficient to run a College of this magnitude. Therefore, I would like to hear from the Director of Public Instruction what the Government propose to do with this matter and whether they have come to any decision.

Rao Sahib Mr. C. Matthai.—Sir, the Member has reproduced the words that I used on the occasion of the budget of last year and he said when I spoke of vascillation and hasty temperament.

Dr. A. R. Menon.—Well, I have no grievances.

Rao Sahib Mr. C. Matthai.—I am not as sure as the Member himself that when I spoke of hasty temperament I had him in view particularly. I can only say that he knows better than I. I said there were people of hasty temperament and he includes himself among them and assumes that I belong to the other set.

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Well, as regards the location of the College, I have only to say that the Government have decided to shift the College from Ernakulam, as I have repeatedly stated here. The only question to be decided is whether there would be adeqate water supply at Anappara for a residential College of the size of the one we propose to have there. Well, the Member has quoted the words of the permanent Chief Engineer. If it were merely a question of drinking and bathing water for a residential College at Anappara the Engineer does not say it would be such a difficult problem.

Mr. A. B. Salem.—I think the information asked for may be given.

Rao Sahib Mr. C. Matthai.—I am coming to the point. It so happened that the question of water supply came to be mixed up with the larger project of irrigating the *Kole* lands and the supply of drinking water to Trichur. The Member for Trichur knows well that the location of the College at Anappara is not such a very urgent matter as the question of water supply to Trichur. I think if the question of supplying drinking water to Trichur could wait, and is bound to wait under present conditions, the location of the College at Anappara may also wait.

Rao Bahadur Mr. John Kuriyan.—Water supply to Trichur also is taken along with it and the question became very much simpler. When the question of water supply to *Kole* lands was also taken along with it, the question became very complicated. If the *Kole* lands are eliminated, it is very simple. But the question is not purely a question of water supply, drinking and bathing, to Anappara. Once it was proposed to have a First Grade College and to have along with it an Agricultural College. We all realise the importance of an Agricultural College to the development of our city, and there can be no proper development unless we have a College of our own. We send our students to Coimbatore for agricultural training, and they do not get admission there.

Dr. A. R. Menon.—No direct answer to the question.

President.—The question is not decided.

Rao Sahib Mr. C. Matthai.—This is not merely a question of water supply, and if this is solved, the Government makes the positive statement that the College will be transferred to Anappara.

Dr. A. R. Menon.—In the face of the explanation given by the Hon'ble Member for Education, I beg to withdraw with the consent of the House.

(*The motion was withdrawn with leave of the Council.*)

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Motion No. 5.

Secondary Education—Boy's Schools.

Mr. C. J. Mathew.— *To reduce the allotment of Rs. 800 for "Hostels" by Rs. 10.*

President.—Motion No. 5, Mr. C. J. Mathew.

Mr. C. J. Mathew.—The object of this motion is to press the Government to start a cosmopolitan hostel attached to the Maharaja's College, Ernakulam. It is no good saying that a cosmopolitan hostel was started at Kunnamkulam and it is not as much a success as was anticipated. Let us start, as an experimental measure, a cosmopolitan hostel here attached to the Maharaja's College. I understand that last week or two weeks back a debate on this matter was held in the College and the meeting was presided over by the Hon'ble Member for the Jews. The students then discussed at some length the desirability of opening a cosmopolitan hostel. It appears there was not one student who raised his little finger against the idea of patronising such an institution. I understand that by an accident, as it were, an Ezhuva student, who happened to be among those who came from Travancore for their science practical examinations here, was admitted into the caste-Hindu hostel. The mistake, this grave mistake, was detected afterwards by the authorities concerned, and he was sent out. It was on their initiative alone that the Ezhuva boy had to go away and not because any caste-Hindu student took offence to his being there. Again, I understand, last year, one Christian student of the Christian hostel sought admission into the Ezhuva hostel. The authorities concerned interfered and admission was not given. So I think it is not really the students who are against patronising the institutioon called "cosmopolitan hostel" but it is the authorities concerned that stand in the way.

Mr. A. B. Salem.—I rise to support this motion, Sir. The old generations are always conservative.

Mr. E. Ikkanda Warriar.—Not always.

Mr. A. B. Salem.—The younger generations are moving forward. I had the honour of presiding only on last Friday evening at a meeting in the College. In view of the debate here, the students thought it was necessary to give an expression of their opinion freely and openly, so that the elders may understand that they don't stand in the way of the country moving forward, with the removal of untouchability and unapproachability and that they are quite prepared to mix freely and have a comfortable *esprit de corps* created amongst them. If that is the condition of affairs, as the Director of Public Instruction ought to know, then I say it is time for him to take a bold

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step and give the students an opportunity to do so. After that debate, I shall challenge any one to say that the students object to their hostel being open to all classes and creeds. We have got sufficient accommodation for most of the students in all the hostels and all the hostels may be made equally open to every one. An Ezhuva hostel need not be confined to the Ezhuvas, a Christian hostel need not be confined to Christians and so on. The name itself may be revised and the hostels may be styled as "Hostels attached to the Maharaja's College" and any one wanting admission may be allowed to come in. If the cultural elements in the College, as I must confess, are weak, from the orthodox Brahminical point of view, then I say, some authority of the Government would be necessary to remove such angularities of the Professors and allow the students to march forward in accord with the need of the times. With these words I support the proposition for a cosmopolitan hostel or for all these hostels to be made cosmopolitan, most heartily.

മിസ്റ്റർ കെ. അയ്യപ്പൻ.—ഇതിനെ ഞാനും പിന്താങ്ങുന്നു. എഡിൻബറോയിൽ ഇൻസിൽ (Inns) ഇൻഡ്യക്കാരെ കടത്താത്തതിനെപ്പറ്റി ഇവ അടുത്ത കാലത്തുതന്നെ വളരെ വലിയ പ്രതികരം ഉണ്ടായി. ആ വഴക്കു് പാർലിമെണ്ടിൽപോലും എത്തത്തക്കവണ്ണം അതു പ്രമാദമായിനടന്നു. ഇൻസിൽ 'Inns) എല്ലാവർക്കും പ്രവേശനമനുവദിക്കണമെന്നു പറയുന്നതു് നമ്മുടെ ഇവിടത്തെ ഹോട്ടലുകളിൽ എല്ലാവർക്കും പ്രവേശനം കൊടുക്കണമെന്നു പറയുന്നതുപോലെയാണു്. ഇവിടെ ഒരു ബ്രാഹ്മണനൊ, നായരൊ നടത്തുന്ന ഒരു ഹോട്ടലിൽ എല്ലാവർക്കും താമസിക്കുവാനും ഭക്ഷിക്കുവാനും സൌകര്യം കൊടുക്കണമെന്നു് വാദിക്കുന്നതുപോലെയാണു് അവിടെ (Inns) ഇൻസിൽ എല്ലാവർക്കും സൌകര്യം കൊടുക്കണമെന്നുള്ളതു്. ഇൻസുകളും (Inns) ഇവിടത്തെ ഹോട്ടലുകളുംപോലെ പ്രൈവറ്റുവകയാണു്. ഇൻസിൽ പ്രവേശിപ്പിക്കുക എന്നുവെച്ചാൽ സ്ത്രീകളുമായി ഡാൻസുചെയ്യുന്നതിനുകൂടി അനുവാദം ഉണ്ടെന്നു് നാം നല്ലതുപോലെ മനസ്സിലാക്കണം. അന്നു ഇൻഡ്യക്കാരുടെ വാദം അവിടെയുള്ള നാട്ടുകാർതന്നെ വളരെ ബലമായി പിന്താങ്ങി. ഇന്നു് ഇവിടെ കൂടിയിരിക്കുന്നവരിൽ യാഥാസ്ഥിതികന്മാരായവരോടു ഞാൻ ചോദിക്കുന്നതു് ആ വർത്തമാനം കടലാസ്സുകളിൽ വായിച്ചപ്പോൾ നിങ്ങളുടെ മനസ്ഥിതി എന്തായിരുന്നു എന്നാണു്. അതിനെ അന്നു നിങ്ങളുടെ മനസ്ഥിതി അനുകൂലിച്ചു എങ്കിൽ ആ മനസ്ഥിതിവച്ചുംകൊണ്ടു് ഇവ കാര്യവും നോക്കണം. ഇവിടെ സ്ത്രീകളുമായി ഡാൻസു ചെയ്യണമെന്നു് ആരും ആവശ്യപ്പെട്ടുന്നില്ല. ആൺകുട്ടികളെ ഒരുമിച്ചുതാമസിക്കുവാൻ അനുവദിച്ചാൽ മാത്രം മതിയെന്നാണു്. പ്രൈവറ്റു ഹോട്ടലുകളിൽ പ്രവേശനം കൊടുക്കുകയൊ, കൊടുക്കാതി

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രിക്കുകയൊ, ഉടമസ്ഥന്റെ ഇഷ്ടംപോലെ പ്രവൃത്തിക്കാവുന്നതാ ണ്. അതിനു വിപരീതമായി പ്രവൃത്തിക്കണമെന്നു് ഇവിടെ ആരും വാദിക്കുന്നില്ല. അങ്ങിനെയുള്ള ഒരു പ്രൈവറ്റ സ്ഥാപ നമല്ലാ നമ്മുടെ കാളേജു് ഹോസ്റ്റൽ. ഇവിടെ കുട്ടികൾ എല്ലാ വരും ഒന്നിച്ചുതാമസിക്കുവാൻ അനുവദിക്കണമെന്നു് അവർതന്നെ ആവശ്യപ്പെടുന്നു. ഗവമ്മെണ്ടു് അതു് അനുവദിക്കണം. അവിടെ താമസിക്കുന്നവർ താമസിക്കട്ടെ. ഇഷ്ടമില്ലാത്തവർ വെളിക്കുപോ കട്ടെ. അല്ലാതെ, കാലത്തിനനുസരിച്ചു് കോലംമാറാത്തവക്കാ യിക്കൊണ്ടു് ഗവമ്മെണ്ടു് പണം ചിലവാക്കരുതു്. അതു് അനാവ ശ്യമാകുന്നു. ഒരു സംഗതി എന്റെ ഓമ്മയിൽ വരുന്നു. തിരുവന ന്തപുരത്തു് മഹാരാജാസ് കാളേജ് ഹോസ്റ്റൽ എല്ലാജാതിക്കാക്കും തുറന്നു കൊടുക്കണമെന്നു് നിയമസഭയിൽ ആവശ്യപ്പെട്ടു. അന്നു് അവിടെ വിമൻസ് കാളേജു് പ്രിൻസിപ്പാളായിരുന്ന മിസ്സു് വാട്ട്സ് വിമൻസ് ഹോസ്റ്റൽ എല്ലാവക്കുവേണ്ടിയും തുറന്നു് എ ല്ലാവരേയും താമസിപ്പിക്കുന്നുണ്ടായിരുന്നു. നിയമസഭയിൽ ഹോ സ്റ്റൽ വാദം വന്നപ്പോൾ അന്നു് അവിടെയുള്ള യാഥാസ്ഥിതിക മെംബറന്മാരെല്ലാവരും—അക്കാലത്തു് അവിടെ അധികവും യാ ഥാസ്ഥിതികന്മാരായിരുന്നു—മറ്റുള്ളവരെ ഒരിക്കലും പ്രവേശിപ്പി ക്കുവാൻ പാടില്ലെന്നു് വളരെ യുക്തികൾ പറഞ്ഞു. അപ്പോൾ, വിമൻസ് ഹോസ്റ്റൽ എല്ലാവക്കും തുറന്നുകൊടുത്തിരിക്കുന്നുവല്ലൊ എന്നു് ആരോപറഞ്ഞപ്പോഴാണു് ആ വീരന്മാർ വിഷമത്തിലാ യതു്. അതുപോലെയാണു് മുമ്പൊരു മെംബർ പറഞ്ഞതുപോ ലെ ഒരു ഈഴവവിദ്യാർത്ഥിക്കു് ഇവിടത്തെ സവർണ്ണഹോസ്റ്റലിൽ പ്രവേശനം ലഭിച്ചതും. ഇവിടെ ഗവമ്മെണ്ടാണു് വിപരീതമാ യി നില്ക്കുന്നതു്. അതുകൊണ്ടു് ഗവമ്മെണ്ടു ഭാഗത്തുള്ള യാഥാ സ്ഥിതികന്മാർ അവരുടെ ആ മനോഭാവം മാറണം. വിദ്യാർത്ഥി കൾ യാഥാസ്ഥിതികന്മാരുടെ ഈ പ്രതിബന്ധങ്ങളെ കടന്നു് മു ന്നോട്ടുപോകണം. കുട്ടികൾ അതിനു് സന്നദ്ധരും ആണ. ഗ വമ്മെണ്ടു് ഒരിക്കലും അവരുടെ അഭിലാഷത്തിനു് വിപരീതമാ യിരിക്കരുതു്.

Mr. M. K. Raman.—One word more. I am not going to make a speech. One of the Hon'ble Members referred to the Ezhuva hostels. I may tell this House that in the Ezhuva hostels now—both boys' hostels and girls' hostels—there are students from the Pulaya community. We do not run the hostels from a conservative point of view. We are in fact setting an example. I only request that the resolution, which I got passed in this House with considerable difficulty yet with a vast majority, may be put into action by the Government with a good mind.

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Rao Sahib Mr. C. Matthai.—We have already stated in this House that Government have accepted the principle of cosmopolitan hostels. At Ernakulam it was a caste hostel that was first started because it was they that stood most in need of a hostel. Then came the hostel for Christian students and then other hostels. So we had a Thiyya hostel, a Muslim hostel, and at one time we had a Vala hostel. So there came to be separate hostels for different communities. Government did not say that they were against the admission of all students into one hostel. The request came first from caste students because they were predominant in the College and because their need was greatest. So that was started first. Then the request came from Christians, from Ezhuvas and so on. We have made it clear that so far as the principle is concerned there need be no doubt. Government have accepted the principle of cosmopolitan hostels. We have got a caste hostel which is full. A student of another community would have a grievance if he finds that the caste hostel is not full and if there are vacant rooms from which he is shut out because he belongs to that community. The Hindu hostel is full, the Christian hostel is full, and the Ezhuva hostel is full. So, when you come to the question of constructing a new hostel, it will be time for you to give effect to the principle that Government have accepted.

Mr. M. K. Raman.—Why do you want new hostels?

Rao Sahib Mr. C. Matthai.—Why should Members now say, for instance, they want another hostel here when we have decided on the change of location of the College itself? So that the question now is—there is the caste hostel which came into existence first and it is as full as it can be.

Mr. K. Ayyappan.—It was not full at the beginning of the year.

Rao Sahib Mr. C. Matthai.—They are all full now.

Mr. K. Ayyappan.—Applications were received and you selected only caste students.

Dr. A. G. Menon.—Now it is full. May I know whether when vacancies occur you will take the case of the others? That is the only case.

Rao Sahib Mr. C. Matthai.— The task stands as it is now.

Dr. A. G. Menon.—Point blank I ask the Government if any vacancies were to occur, will the Government admit other students?

Rao Sahib Mr. C. Matthai.—We must change the designation.

Dr. A. G. Menon.—I want a definite reply.

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Rao Sahib Mr. C. Matthai.—As the name stands now, we recognise them, one, as caste hostel, another as Christian hostel, so that, if you want to have your proposal accepted, we must change designations first.

Mr. A. B. Salem.— It may be called the Ernakulam College Hostel.

I may bring to the information of this House that the students have specially requested me and they have asked me to preside at that meeting in order to convey to all the Members and to the Diwan that they are willing to live together. (*Hear, hear.*)

Rao Sahib Mr. C. Matthai.— But there is this point, which has to be considered. You have got to consider not merely the opinion of the students ; you are not to be guided entirely by the students.

Mr. K. Ayyappan.—And also of the public.

Mr. M. K. Raman.—If the students and the guardians, who form the public, say that they are of that opinion, what is the objection ? As representatives of the Legislative Council, we have got it passed here, and the chances are blooming. I don't know why the Government should reconsider. I don't understand the justification of the Government that they should maintain a Hindu hostel. The Government is not exclusively of the Hindus. It is composed of various elements in the State, and the hostels maintained by it should be maintained for the use of all.

Dr. A. R. Menon.—Why not solve the difficulty by encouraging all these caste people who are living there to make it a cosmopolitan hostel ? We don't want a compulsory recognition. Why should this big hostel be reserved for only one portion of the community? If there are some Nayars and Brahmins, who do not like to be in the place, give them a smaller hostel. Why should the best place be given only to these communities? The time is changing, and Government should realise that we do not want separate compartments.

Rao Sahib Mr. C. Matthai.—But this has got to be considered. A caste parent sends his son on the understanding that there is such an institution at Ernakulam. If the boy is prepared to go to a non-caste hostel, and if the parent says that he should be in the caste institution, I suppose we should be guided by the parents.

Dr. A. G. Menon.—The parent may take him out and put him anywhere else.

Rao Sahib Mr. C. Matthai.— They may say "I have sent my boy on the understanding that there is a caste institu-

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tion and he is now in the caste institution. My sentiment has also got to be considered."

Mr. C. Barton Wright.—Why should the caste students have the preference? (*Hear, hear.*)

Rao Sahib Mr. C. Matthai.—The caste men have no preference.

The institution is now set apart for caste-Hindus.

Mr. C. Barton Wright.—Then there must be some distinction.

Rao Sahib Mr C. Matthai.—There is provision made for all communities. There is a hostel for caste-Hindus, there is one for Ezhuvas.

Mr. K. Ayyappan.—No, there is none by the Government.

Rao Sahib Mr. C. Matthai.—We support the hostel. We give a grant.

Mr. K. Ayyappan.—You aid us.

Mr. A. B. Salem.—We want to know whether the Government have accepted the principle.

Rao Sahib Mr. C. Matthai.—Government have accepted the principle.

Mr. C. J. Mathew.—We don't want to demonstrate that they have opened a cosmopolitan hostel at Kunnamkulam. Can you give us an assurance that some non-caste-Hindus will be admitted in the caste-Hindu hostel? That is the point.

Rao Sahib Mr. C. Matthai.—As I said, I cannot make an off-hand statement.

Mr. C. J. Mathew.—I press for a division.

Mr. A. B. Salem.—I move that the question be now put.

Dr. A. G. Menon.—I second it.

Mr. C. J. Mathew.—The motion is "Maharaja's College hostels may be made cosmopolitan and the hostels may be thrown open to all castes".

The closure motion was put and agreed to.

Question put:—"*That the allotment of Rs. 800 for hostels be reduced by Rs. 10.*"

Question put and agreed to.

President.—20 for and 2 against.

Official bench neutral.

Mr. K. Ayyappan.—Poll, Sir.

Dr. A. G. Menon.—We don't want a poll.

Mr. M. K. Raman.—There is no right for any other Member to say that we don't want a poll.

President.—He does not press, though he demanded a poll.

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Mr. M. K. Raman.—It is some other Member who wanted.

Dr. A. G. Menon.—We don't want a poll, Sir.

Motion No. 6.

Mr. E. Ikkanda Warriar.—*To reduce the allotment of Rs. 1,000 for "Industrial Instruction" by Re. 1.*

President.—Motion No. 6, Mr. E. Ikkanda Warriar.

Mr. E. Ikkanda Warriar.—I have tabled this motion, Sir, to bring to the notice of the Government the inadequacy of attention paid to the teaching of hand-spinning in the schools of the State. Two and a half years ago I brought forward a resolution in this Council recommending to the Government to introduce compulsory teaching of hand-spinning in all the schools of the State. It was solemnly accepted by the Government from this very House. But unfortunately a few days after a Press note appeared in the Gazette to the effect that spinning could not be taught in certain localities with advantage. In the next budget a small allotment was made under the heading "Spinning Classes." This year, even that heading is abolished, and under some other heading a sum of Rs. 4,000 has been provided for industrial instruction. But we are distinctly told that this will cover other expenses also. Of course, in fairness to the Government and the Educational Department, I must admit that they have been doing something in this direction. I think that all that they have been able to do so far is only to create a favourable atmosphere for it. I have been asking for statistics in all the sittings of this Council after the passing of that resolution. I have asked questions about half a dozen times at least with the object of knowing in how many schools they have been able to introduce it. Till now, the Government has not been pleased to give me any information on the point. So far as my information goes, the work so far done is not very creditable to the Department. There is no trained teacher, none with experience in khadi work. Students are asked to do things as they like, and if they go on doing things in the way in which they do now, I am afraid that they will bring discredit upon the movement itself. It is high time that the Government should organise it on a larger scale with the help of specially trained teachers and teach this subject more systematically, scientifically, and methodically. It is to bring this aspect to the notice of the Government that I have tabled this motion. I wish to know the view of the Government.

Rao Sahib Mr. C. Matthai.—We have accepted the principle of introducing spinning in our schools, and ever since

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the resolution was accepted, the Department has been sparing no exertions for the introduction of spinning in our schools. The resolution about compulsory spinning was accepted in Travancore before we accepted it here. If you compare the results in Cochin and Travancore—just a few days ago I was reading the Administration Report of Travancore—so far they have succeeded in introducing spinning in 22 schools, whereas I think in Cochin it would be nearly 250. So that, it cannot be said that the Department has not accepted the spirit of the resolution and made real efforts to carry it out. As regards the appointment of experts, I don't know whether there is any institution which trains experts in spinning and whether, as a matter of fact, it is such a difficult thing to learn the process. I find that in many of our schools there are teachers and there are even students who are fairly skilful in spinning. More than that, we have two handicraft assistants in the State, who go about, visit these schools, and put teachers in the way. As regards allotment, every year we have been allotting more funds as the Member himself pointed out. We had no separate heading. We put it under Industrial Education. As a matter of fact, for spinning we spent a much larger amount in 1103 than in 1102. We propose in 1104 to devote a still larger amount. So the charge cannot stand that the Department is not caring for spinning and is neglecting the spirit of the resolution.

Mr. E. Ikkanda Warriar.—Has it been taught compulsorily in all the schools?

Rao Sahib Mr. C. Matthai.—I should like to point out that Algebra is a compulsory subject. Does it mean that Algebra is taught to every child in every class? Spinning is compulsory. Does it mean that every child in every class has to learn spinning?

Mr. E. Ikkanda Warriar.—I want an answer to my question. Whether it has been compulsorily taught in any school?

Rao Sahib Mr. C. Matthai.—I say that Algebra is taught as a compulsory subject, but does it mean that from the first class up to VIth Form every pupil learns Algebra?

Mr. E. Ikkanda Warriar.—Sir, I still request for an answer and not a question to my question.

Rao Sahib Mr. C. Matthai.—I should like to be enlightened. I am in the dark.

Dr. A. R. Menon.—It used to be the custom to study Algebra.

Rao Sahib Mr. C. Matthai.—A pupil studies it at some stage. He does not study it in the primary classes.

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Mr. E. Ikkanda Warriar.—I request for an answer to my question.

Rao Sahib Mr. C. Matthai.—The answer was given.

Mr. E. Ikkanda Warriar.—No answer was given. My question was whether spinning has been taught as a compulsory subject in all the schools of the State.

Rao Sahib Mr. C. Matthai.—I have made my position clear.

Mr. E. Ikkanda Warriar.—No answer was given to me.

Rao Sahib Mr. C. Matthai.—Unless you make your question clear, it is not possible for me to answer.

Mr. E. Ikkanda Warriar.—Whether hand-spinning has been taught in any of the schools compulsorily in any class,—a very simple question?

Rao Sahib Mr. C. Matthai.—There are classes where all the children are taught spinning.

Mr. E. Ikkanda Warriar.—I withdraw.

(*The motion was, with leave, withdrawn.*)

Motion No. 7.

Mr. E. Ikkanda Warriar.—*To reduce the allotment of Rs. 2,92,812 for 'Secondary Education—Boys' by Re. 1.*

President.—Motion No. 7, Mr. E. Ikkanda Warriar.

Mr. E. Ikkanda Warriar.—I wanted to bring to the notice of the Government the necessity of introducing spinning in the schools. I think that there is a separate resolution tabled by the Hon'ble Member for Muhammadans. I don't wish to press this motion.

(*The motion was with, leave, withdrawn.*)

Motion No. 8.

Mr. C. V. Kuriyan.—*To reduce the allotment of Rs. 30,607 for 'Secondary Education—Boys' by Re. 1.*

President.—Motion No. 8, Mr. C. V. Kuriyan.

Mr. C. V. Kuriyan.—May I know from the Education Member whether there is any possibility of raising the standard of the Lower Secondary School, Peringottukara, to a High School in the near future?

Rao Sahib Mr. C. Matthai.—We had a request from the people of Peringottukara, and we investigated. The inspecting officers concerned and the neighbouring schools were asked, and we found that it might affect the strength of those schools. The Department could not, therefore, support the proposal.

Mr. C. V. Kuriyan.—Will the school in question have the sufficient strength?

Rao Sahib Mr. C. Matthai.—It may have sufficient strength. But it will reduce that of other schools.

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Mr. C. V. Kuriyan.—Is that sufficient reason to object to the proposal?

Rao Sahib Mr. C. Matthai.—I made it clear that in regard to Secondary Education we do not want to multiply schools.

Mr. C. V. Kuriyan.—I have also another object. I want to say something about the system of giving grants. The minimum strength for a class is fixed at 30, and if the strength of a class falls short of the required minimum, I think the amount allowed is just half the grant. I take objection to the granting of grants like that. For want of one or two boys, half the grant is withdrawn from the school. May I know whether there is objection in having a proportionate reduction according to the reduction in the number of boys?

Rao Sahib Mr. C. Matthai.—What we have got to consider in the matter of grants is, Government do not undertake to finance an aided institution. Government has a certain amount at its disposal to be given as grant-in-aid, and Government have framed certain definite rules whereby that allotment has got to be distributed. Now there might be a certain amount of hardship, as the Member points out, if the strength of a class falls short of the minimum by one and the grant is reduced by half, but you have to draw a line somewhere. Such things are inherent in all imperfect human systems. For instance, in the case of a public examination a candidate getting 40% passes and a candidate getting 39% fails. There is a certain amount of unfairness about it. He fails only by one mark. A candidate who gets 15 and one who gets 39 are all considered to have failed. That sort of thing is inherent in all human systems. We have to draw a line somewhere. Take the case of the prizes of life. Several persons may try but there is only one who wins. The man who fails may have failed by a hair's breadth. All the same, the man, who wins, wins, and the man, that loses, loses. You cannot put them on the same level for the simple reason that the difference is very little. You have got to draw a line.

Dr. A. R. Menon.—What is the rule in Travancore?

Rao Sahib Mr. C. Matthai.—In Travancore the system is altogether different.

Mr. I. E. Ambooken.—What is the minimum strength there?

Rao Sahib Mr. C. Matthai.—The aid that Travancore gives is very much less than what we give here. A school with the same number of teachers would get perhaps 2/3 of what we are giving, perhaps even less. The system is entirely different. If we take a Malayalam school here and a corresponding school there, the amount of grant in Travancore is very much less than what we give.

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Mr. A. B. Salem.—In order to avoid hardship you must use discretion.

Rao Sahib Mr. C. Matthai.—In the case of Depressed Classes and girls, we excercise some discretion.

Mr. C. V. Kuriyan.—Can there not be a ratio ?

Rao Sahib Mr. C. Matthai.- In the first place, it would increase the amount of grant. Then comes the difficulty of calculation. You will have to give me 10 more clerks. We shall have to calculate 29/30, 28/30, 27/30, and so on, for each class. If we have to calculate like that, you will have to double my establishment.

മിസ്റ്റർ. ഐ. ഇ. അന്ത്രുക്കൻ.—സർ, അന്നാക്കാട്ട മെംബർ കൊണ്ടുവന്ന ഈ ഉപക്ഷേപത്തെ ഞാൻ ബലമായി പിന്താങ്ങുന്നു. ഈ സംഗതിയെപ്പറ്റി തന്നെ കഴിഞ്ഞ കൊല്ലം ഞാൻ ഒരു മോഷൻ കൊണ്ടുവരികയും അതിവിടെ പാസ്സാവുകയും ചെയ്തിട്ടുണ്ട്. അതിന്റെ ഉദ്ദേശമനുസരിച്ച് ഡിപ്രാട്ട്മെണ്ടിൽ നിന്നും ഇതേവരെ യാതൊന്നും പ്രവൃത്തിച്ചിട്ടില്ലെന്നാണ് എന്റെ അറിവ്. ഇക്കാര്യം വളരെ പ്രധാനമായ ഒന്നാണ്. ഈ രാജ്യത്തെ വിദ്യാഭ്യാസത്തിന്റെ നിലയും അതു നടത്തുന്നതിൽ പ്രൈവറ്റ് ഏജൻസീസ് എടിത്തിട്ടുള്ള പങ്കും ആലോചിക്കുമ്പോൾ ഈ വിഷയത്തിനു് എല്ലാവരും കൂടുതൽ പ്രാധാന്യം കൊടുക്കേണ്ടതാണെന്നാണ് എന്റെ ഒന്നാമതായുള്ള അപേക്ഷ. വിദ്യാഭ്യാസത്തിനു് ചിലവുചെയ്യുന്ന പണം വളരെ അധികമായിപ്പോയി എന്നൊരു ആവലാതി ഗവമ്മെണ്ടു് ഭാഗത്തുനിന്നും പുറപ്പെടുകയും അതിനെ ഏതാണ്ടെല്ലാം പ്രധാനപ്പെട്ട പല ആളുകളും ശരിയാണെന്നു വിശ്വസിക്കുകയും ചെയ്തതുപോലെ തോന്നുന്നു. തിരുവിതാംകൂർ ഗവമ്മെണ്ടു് ഈ ഒരു ഇനത്തിലേക്കു ചിലവു ചെയ്യുന്ന പണവും നമ്മുടെ കൊച്ചി ഗവമ്മെണ്ടു് ചിലവു ചെയ്യുന്നതും തമ്മിൽ താരതമ്യപ്പെടുത്തുമ്പോൾ ഗവമ്മെണ്ടു് പറയുന്നതുപോലെ അത്ര അധികമൊന്നും നമ്മുടെ ഗവമ്മെണ്ടു് വ്യയം ചെയ്യുന്നില്ലെന്നു കാണാം. അങ്ങിനെയിരിക്കെ വിദ്യാഭ്യാസത്തിനുള്ള ചിലവു കുറക്കുവാൻ വേണ്ടി ഏതുതരം പ്രവൃത്തിയും ചെയ്യുവാൻ ഒരുങ്ങിയിരിക്കുന്ന പ്രൈവെറ്റ് ഏജൻസികളെ സഹായിക്കുവാൻ ഗവമ്മെണ്ടു വളരെ മടി കാണിക്കുന്നതു് വലിയ അനീതിയാണു്. വിദ്യാഭ്യാസമേലദ്ധ്യക്ഷനെ ഈ കാര്യത്തിൽ ഞാൻ കുറപ്പെടുത്തുന്നില്ല. അദ്ദേഹത്തിന്റെ പ്രസംഗത്തിൽ ഇതിനെല്ലാം കാരണം, ഗവമ്മെണ്ടു് ഈ ഇനത്തിലേക്കു് വേണ്ടിടത്തോളം പണം അനുവദിക്കാത്തതു കൊണ്ടാണെന്നും ഇതൊന്നും വേണമെന്നു് തനിക്കു് ആഗ്രഹമില്ലെന്നും അദ്ദേഹം തുറന്നു പറയുന്നുണ്ടു്. പക്ഷെ ഗവമ്മെണ്ടു് ഈ കാര്യത്തിൽ ഒന്നു മനസ്സിരുത്തി ആലോചിച്ചു് ഈ വക നിയമങ്ങളും വിദ്യാഭ്യാസത്തിന്റെ പ്രചാരത്തിനു തടസ്ഥമായി വരുന്നുണ്ടെന്നുകണ്ടാൽ നിശ്ചയമായും ഇതിനെ ഏ

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ല്ലാം വലിച്ചു ദൂരെ എറിയേണ്ടതു അത്യാവശ്യമാണു്. പണം ന്യായമായി ചിലവാക്കേണ്ടതു് വിദ്യാഭ്യാസത്തിലേയ്ക്കാണെന്നുള്ളതിൽ ആരും വ്യത്യസ്താഭിപ്രായം പുറപ്പെടുവിക്കുമെന്നു് വിചാരിക്കുവാൻ തരമില്ല. വാസ്തവത്തിൽ ഇന്നു് ഈ വിഷയത്തിൽ സാരമായ വിധം രാജ്യത്തേയും ഡിപ്പാർട്ടുമെണ്ടിനേയും സഹായിക്കുന്നതു് പ്രൈവറേറ് ഏജൻസികളാണെന്നുള്ളതിനെ ഖണ്ഡിക്കുവാൻ ആർക്കും സാധിക്കുകയില്ല. പ്രൈവറേറ് സ്കൂളുകളിൽ മുപ്പതു കുട്ടികൾ ഉണ്ടെങ്കിലേ മുഴുവൻ ഗ്രാൻറും കൊടുക്കുകയുള്ളു. ഇല്ലെങ്കിൽ ഗ്രാൻറു് പകുതിയാകും. മുഴുവൻ ഗ്രാൻറും വാങ്ങുന്ന സ്കൂളുകളിലെ ക്ലാസ്സുകളിൽ നാം കുട്ടികൾ വീതം ഉണ്ടോ എന്നും ഗ്രാൻറിനുവേണ്ടി കുട്ടികളുടെ എണ്ണം തികയ്ക്കുകയാണോ എന്നും സംശയമുള്ളവർ പരീക്ഷിച്ചുനോക്കണം. പ്രൈവറേറ് ഏജൻസികൾക്കു് കഴിയുന്നതും കുട്ടികളെ കുറയ്ക്കണമെന്നു് ഒരു വിചാരമുണ്ടാകുവാൻ ആവശ്യമെന്താണു്? ഒരു നാട്ടിൽ മുപ്പതിൽ കൂടുതൽ കുട്ടികൾ ഉണ്ടാകുവാൻ തരമില്ലെങ്കിൽ ഗ്രാൻറു മുഴുവനും കിട്ടുന്നതിനുവേണ്ടി കുട്ടികളെ കൂടുതലായി ഉണ്ടാക്കുവാൻ സാധിക്കുമോ? ഏതുനിലയിലെടുത്തുനോക്കിയാലും ഈ നിയമത്തിനു് ഭേദഗതി വരുത്തേണ്ടതാണു്. കുട്ടികൾ ഇല്ലെങ്കിൽ പകുതി ഗ്രാൻറു മാത്രമെ കൊടുക്കുകയുള്ളു എന്നുള്ളതു് ഒരു മാതൃകയായ ശിക്ഷയാണെന്നു് സ്ഥാപിക്കുവാൻ ഗവൺമെണ്ടിനു് സാധിക്കുകയില്ല. ഗവൺമെണ്ടു് സ്കൂളുകളിൽ നാം -ൽ എത്ര കുട്ടികൾ കുറഞ്ഞാലും വേണ്ടില്ലാ, ആർക്കും ഒന്നും വരാനില്ലാ, മാസ്റ്റർമാരെ പിരിച്ചുവിടുകയുമില്ല, മുഴുവൻ ശമ്പളം മുഴുവനും കൊടുക്കുകയും ചെയ്യും. ഗ്രാൻറു സ്കൂളുകൾക്കു് ഗ്രാൻറു കുറഞ്ഞാൽ വാസ്തവത്തിൽ അദ്ധ്യാപകന്മാരെയാണു് അതു ബാധിക്കുന്നതു്. ഗ്രാൻറു വാങ്ങി സ്കൂൾ നടത്തിക്കുന്നതു് ജനങ്ങൾ ഗവൺമെണ്ടിനു് ചെയ്യുന്ന വലുതായ ഒരു സഹായമാണു്. അങ്ങിനെയിരിക്കെ ഒരു ക്ലാസ്സിനു് ഇത്ര കുട്ടികൾ ഉണ്ടായിരിക്കണമെന്നുള്ള നിയമം എയിഡഡ് സ്കൂളുകളെ മാത്രമെ ബാധിക്കുകയുള്ളു എന്നും ഗവൺമെണ്ടു് സ്കൂളുകൾക്കു് ഈ നിയമങ്ങൾ ഒരുവിധത്തിലും ബാധകമാവുകയില്ലെന്നും വെളിപ്പെടുത്തിയിരിക്കുന്നതു് ഒരു വലിയ അനീതിയും അധർമ്മവും ആണു്. ഗ്രാൻറു സ്കൂളുകളോടു് അനുവർത്തിച്ചുപോരുന്ന ഈ അനാശാസ്യനയം മാറുവാൻ വിചാരിക്കുന്നില്ലെങ്കിൽ ഗവൺമെണ്ടു് സ്കൂളുകളിൽ ഏതെല്ലാം ക്ലാസ്സുകളിൽ നാം കുട്ടികളിൽ കുറവുണ്ടോ ആ ക്ലാസ്സുകളിലെ അദ്ധ്യാപകന്മാർക്കും പകുതി ശമ്പളം കൊടുക്കുന്നതിനു് എന്താണു് വിരോധം? എയിഡഡ് സ്കൂളുകളിൽ കുട്ടികൾ ശരിക്കു വന്നില്ലെങ്കിൽ മാസ്റ്റർമാർ വീടുതോറും നടന്നു് കുട്ടികളെ കൂട്ടിക്കൊണ്ടുവന്നു് ചേർപ്പിക്കും. അങ്ങിനെ മഹത്തായ ഒരു സേവനം കൂടി അവർ ചെയ്യുന്നുണ്ടു്. എന്നിട്ടും കുട്ടികൾ കുറഞ്ഞാൽ അവരുടെ ശമ്പളം ഗ്രാൻറു വഴി പിടിക്കും. അതുപോലെ, ഈ നയം ഗവൺമെണ്ടു് സ്കൂളുകളിലും പാലിക്കണം. അല്ലാത്തപക്ഷം

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ഗ്രാൻറ് സ്കൂളുകളുടെ കാര്യത്തെപ്പറ്റി മയയോട്ടുകൂടെ ശരിയായി തുലോചിച്ച് വേണ്ടതുപോലെ പ്രവൃത്തിക്കണമെന്ന് ഞാൻ ഗവ ൺമെൻറിനെ ശക്തിയായി ഉൽബോധിപ്പിക്കുന്നു.

Mr. C. V. Kuriyan.—I withdraw with the consent of the House.

(*The motion was, with leave, withdraw.*)

Motion No. 9.

Secondary Education—Girls' Schools.

Mr. C. V. Kuriyan.—*To reduce the allotment of Rs. 19,540 for 'grants-in-aid' by Re. 1.*

President.—Motion No. 9, Mr. C. V. Kuriyan.

Mr. C. V. Kuriyan —I don't press the motion.

(*The motion was considered withdrawn.*)

Motion No. 9A.

Mrs. G. Pavitran.—*To reduce the allotment of Rs. 92,673 for 'Secondary Education—Girls' Schools' by Re. 1.*

President.—Motion No. 9A, Mrs. G. Pavitran.

Mrs. G. Pavitran.—My purpose in bringing this motion before the House is to call the attention of the Government to the desirability of appointing lady teachers for Primary Classes of Boys' Schoosl. The necessity for taking such a step will be clear if we examine the truth of two fundamental propositions on which I mean to base my arguments. The first has only to be mentioned to be accepted, for the truth of it is self-evident, that is, that the foundation of all sound education is laid in the primary classes, and that unless this foundation is well and truly laid, the superstructure will be shaky. Along with the advancement of education, we have also to see that the education we impart is given in the best possible way. The second is that the teaching of the boys in the primary classes is best done by women who are by nature eminently fitted to discharge this duty. It is an accepted fact in psychology that boys of this tender age, that is, between 5 and 8, require very delicate handling for the fullest development of their natural faculties. Moreover, a child of five has to lead an artificial and restrained life in the school, for he is removed suddenly from the pleasant atmosphere in the home to the strange surroundings in the school. This itself will tend to make the life of the boy unhappy and his growth becomes more or less stunted thereby. As a remedy for this evil, eminent educationists advocate the creation of a home atmosphere at school. I hope you will agree with me when I say that this atmosphere can best be created by women, who, with their natural mother's instinct, will be able to surround the child with gladness and love. Handicapped as men are by their temperament, they not only fail to create this happy atmosphere, but by this rough and ready methods of handling them may give rude shocks to this very sensitive mental life.

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